



Georgia Department of Early Care and Learning

Georgia's Pre-K Content Standards
and
Work Sampling System
Correlations

Attachment 5.2.4

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Correlation of Georgia's Pre-K Standards and WSS Preschool 4
Domain: Language and Literacy Development

Georgia's Pre-K Content Standards Language and Literacy Development		Work Sampling System Language and Literacy	
Content Standard Performance Indicators		WSS Functional Component	Performance Indicators
<i>LD 1 Children will develop skills in listening for a purpose</i>			
LD 1 a	Listens to and follows spoken directions	A. Listening	2. Follows two- or three-step instructions.
LD 1 b	Responds to questions	A. Listening	1. Gains meaning by listening.
LD 1 c	Listens to recordings and shows understanding through body language or by interacting appropriately	A. Listening	1. Gains meaning by listening.
LD 1 d	Listens to stories read aloud and shows understanding through body language or by interacting appropriately	A. Listening	1. Gains meaning by listening.
LD 1 e	Begins to distinguish fact from fiction in a read aloud text	C. Reading	2. Shows beginning understanding of concepts about print.
LD 1 f	Makes predictions from pictures and titles	C. Reading	4. Comprehends and responds to stories read aloud.
LD 1 g	Uses pictures or symbols to identify concepts	A. Listening	1. Gains meaning by listening.
		C. Reading	2. Shows beginning understanding of concepts about print.
LD 1 h	Becomes increasingly familiar with the structure of stories (characters, events, plot, resolution of story)	C. Reading	4. Comprehends and responds to stories read aloud.
<i>LD 2 Children will learn to discriminate the sounds of language (phonological awareness)</i>			
LD 2 a	Differentiates sounds that are the same and different	A. Listening	3. Demonstrates phonological awareness.
LD 2 b	Repeats rhymes, poems and finger plays	A. Listening	3. Demonstrates phonological awareness.
LD 2 c	Recognizes the same beginning sounds in different words (alliteration)	A. Listening	3. Demonstrates phonological awareness.
LD 2 d	Shows growing ability to hear and discriminate separate syllables in words	A. Listening	3. Demonstrates phonological awareness.
LD 2 e	Creates and invents words by substituting one sound for another	A. Listening	3. Demonstrates phonological awareness.

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Content Standard Performance Indicators		WSS Functional Component	Performance Indicators
<i>LD 3 Children will develop an understanding of new vocabulary introduced in conversations, activities, stories or books</i>			
LD 3 a	Increases vocabulary through everyday communication	B. Speaking	2. Uses expanded vocabulary and language for a variety of purposes.
LD 3 b	Uses new vocabulary words correctly within the context of play or other classroom experiences	B. Speaking	2. Uses expanded vocabulary and language for a variety of purposes.
LD 3 c	Connects new vocabulary with prior educational experiences	B. Speaking	2. Uses expanded vocabulary and language for a variety of purposes.
<i>LD 4 Children will develop and expand expressive language (speaking) skills</i>			
LD 4 a	Uses language for a variety of purposes	B. Speaking	2. Uses expanded vocabulary and language for a variety of purposes.
LD 4 b	Engages in conversations with adults and children	B. Speaking	2. Uses expanded vocabulary and language for a variety of purposes.
LD 4 c	Uses complete sentences of increasing length in conversation	B. Speaking	1. Speaks clearly enough to be understood without contextual clues.
LD 4 d	Uses language to pretend or create	B. Speaking	2. Uses expanded vocabulary and language for a variety of purposes.
<i>LD 5 Children will begin to develop age-appropriate strategies that will assist in reading.</i>			
LD 5 a	Demonstrates an interest in books or stories	C. Reading	1. Shows appreciation for books and reading.
LD 5 b	Discusses books or stories read aloud	C. Reading	1. Shows appreciation for books and reading.
LD 5 c	Exhibits book-handling skills	C. Reading	1. Shows appreciation for books and reading.
LD 5 d	Associates symbols with objects, concepts and functions	C. Reading	2. Shows beginning understanding of concepts about print.

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Content Standard Performance Indicators		WSS Functional Component	Performance Indicators
LD 5 e	Recognizes that print represents spoken words	C. Reading	2. Shows beginning understanding of concepts about print.
LD 5 f	Dramatizes, tells and retells poems and stories	C. Reading	4. Comprehends and responds to stories read aloud.
LD 5 g	Identifies some individual letters of the alphabet	C. Reading	3. Begins to develop knowledge about letters.
LD 5 h	Shares books and engages in pretend-reading with other children	C. Reading	4. Comprehends and responds to stories read aloud.
LD 5 i	Becomes increasingly familiar with the structure of stories (characters, events, plot, resolution of story)	C. Reading	4. Comprehends and responds to stories read aloud.
LD 5 j	Recognizes books as a source of information	C. Reading	1. Shows appreciation for books and reading.
LD 5 k	Connects information and events in books to real-life experiences	C. Reading	4. Comprehends and responds to stories read aloud.
LD 5 l	Recognizes that sentences are composed of separate words	C. Reading	2. Shows beginning understanding of concepts about print.
LD 6 Children will begin to develop age-appropriate writing skills			
LD 6 a	Experiments with a variety of writing tools, materials and surfaces	D. Writing	1. Represents ideas and stories through pictures, dictation, and play.
LD 6 b	Uses scribbles, shapes, pictures and letters or other forms of writing	D. Writing	2. Uses letter-like shapes, symbols, and letters to convey meaning.
	Stages of writing:		
	* Pictures		
	* Scribbles (squiggle lines and shapes)		
	* Letter-like forms		
	* Copies letters/words from the environment		
	* Uses letters to represent sounds in words		

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Content Standard Performance Indicators		WSS Functional Component	Performance Indicators
	<ul style="list-style-type: none"> * Labels objects in drawings * Connects words to form sentences * Creates a story with beginning, middle, and end 		
LD 6 c	Understands that print is used to communicate ideas and information (writing for a purpose)	D. Writing	3. Understands purposes for writing.
LD 6 d	Begins to dictate words, phrases, and sentences to an adult recording on paper	D. Writing	1. Represents ideas and stories through pictures, dictation, and play.
LD 6 e	Uses left to right patterns	C. Reading	2. Shows beginning understanding of concepts about print.

Correlation of Georgia's Pre-K Standards and WSS Preschool 4
Domain: Mathematics Development

Georgia's Pre-K Content Standards Mathematics Development		Work Sampling System Mathematical Thinking	
Content Standard Performance Indicators		WSS Functional Component	Performance Indicators
<i>MD1 Children will begin to develop an understanding of numbers</i>			
MD 1 a	Counts by rote	B. Numbers and operations	1. Shows beginning understanding of number and quantity.
MD 1 b	Arranges sets of objects in one-to-one correspondence	B. Numbers and operations	1. Shows beginning understanding of number and quantity.
MD 1 c	Counts objects using one-to-one correspondence	B. Numbers and operations	1. Shows beginning understanding of number and quantity.
MD 1 d	Compares sets of objects using language	B. Numbers and operations	1. Shows beginning understanding of number and quantity.
MD 1 e	Begins to understand concept of part and whole using real objects	B. Numbers and operations	1. Shows beginning understanding of number and quantity.
MD 1 f	Begins to identify ordinal numbers	B. Numbers and operations	1. Shows beginning understanding of number and quantity.
MD 1 g	Associates numeral name with set of objects	B. Numbers and operations	1. Shows beginning understanding of number and quantity.
MD 1 h	Begins to understand concept of currency as a means of exchange	B. Numbers and operations	1. Shows beginning understanding of number and quantity.
MD 1 i	Begins to understand the concept of estimation	A. Mathematical process	1. Begins to use simple strategies to solve mathematical problems.
MD 1 j	Begins to recognize numbers	B. Numbers and operations	1. Shows beginning understanding of number and quantity.
<i>MD 2 Children will create and duplicate simple patterns</i>			
MD 2 a	Copies a pattern using sounds or physical movements	C. Patterns, relationships, and functions	2. Recognizes simple patterns and duplicates them.

Correlation of Georgia's Pre-K Standards and WSS Preschool 4
Domain: Mathematics Development

Georgia's Pre-K Content Standards Mathematics Development		Work Sampling System Mathematical Thinking	
Content Standard Performance Indicators		WSS Functional Component	Performance Indicators
MD 2 b	Recognizes and reproduces simple patterns of objects	C. Patterns, relationships, and functions	2. Recognizes simple patterns and duplicates them.
MD 2 c	Reproduces and extends a pattern using objects	C. Patterns, relationships, and functions	2. Recognizes simple patterns and duplicates them.
MD 2 d	Independently creates patterns using objects	C. Patterns, relationships, and functions	2. Recognizes simple patterns and duplicates them.
MD 2 e	Spontaneously recognizes and identifies patterns in the environment	C. Patterns, relationships, and functions	2. Recognizes simple patterns and duplicates them.
MD 3 Children will sort and classify objects			
MD 3 a	Matches like objects	C. Patterns, relationships, and functions	1. Sorts objects into subgroups that vary by one or two attributes.
MD 3 b	Sorts objects using one characteristic	C. Patterns, relationships, and functions	1. Sorts objects into subgroups that vary by one or two attributes.
MD 3 c	Classifies objects using more than one characteristic	C. Patterns, relationships, and functions	1. Sorts objects into subgroups that vary by one or two attributes.
MD 3 d	Sorts and classifies objects using self-selected criteria	C. Patterns, relationships, and functions	1. Sorts objects into subgroups that vary by one or two attributes.
MD 3 e	Explains sorting or classifying strategy	C. Patterns, relationships, and functions	1. Sorts objects into subgroups that vary by one or two attributes.
MD 3 f	Participates in creating and using real and pictorial graphs or other simple representations of data	C. Patterns, relationships, and functions	1. Sorts objects into subgroups that vary by one or two attributes.

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Domain: Mathematics Development

Georgia's Pre-K Content Standards Mathematics Development		Work Sampling System Mathematical Thinking	
Content Standard Performance Indicators		WSS Functional Component	Performance Indicators
<i>MD 4 Children will develop a sense of space and an understanding of basic shapes</i>			
MD 4 a	Recognizes and describes basic geometric shapes	D. Geometry and spatial relations	1. Begins to recognize and describe the attributes of shapes.
MD 4 b	Uses classroom materials to create shapes	D. Geometry and spatial relations	1. Begins to recognize and describe the attributes of shapes.
MD 4 c	Uses language to indicate where things are in space: positions, directions, distances, order	D. Geometry and spatial relations	2. Shows understanding of and uses positional words.
<i>MD 5 Children will learn how to use a variety of non-standard and standard means of measurement</i>			
MD 5 a	Associates and describes the passage of time with actual events	E. Measurement	2. Participates in measuring activities.
MD 5 b	Uses mathematical language to describe experiences involving measurement	E. Measurement	1. Orders, compares, and describes objects according to a single attribute.
MD 5 c	Measures the passage of time using non-standard or standard measures	E. Measurement	2. Participates in measuring activities.
MD 5 d	Measures the length of objects using non-standard or standard measures	E. Measurement	2. Participates in measuring activities.
MD 5 e	Measures the volume of objects using non-standard or standard measures	E. Measurement	2. Participates in measuring activities.
MD 5 f	Measures and compares the weight of objects using nonstandard or standard measures	E. Measurement	2. Participates in measuring activities.
MD 5 g	Orders two or more objects by size (seriation)	E. Measurement	1. Orders, compares, and describes objects according to a single attribute.

Correlation of Georgia's Pre-K Standards and WSS Preschool 4
Domain: Science Development

Georgia's Pre-K Content Standards		Work Sampling System	
Science Development		Scientific Thinking	
Content Standard		WSS Functional Component	Performance Indicators
Performance Indicators			
<i>SD 1 Children will use processes of science to actively explore and increase understanding of the environment</i>			
SD 1 a	Asks questions about objects, organisms or events in environment	A. Inquiry	1. Asks questions and uses senses to observe and explore materials and natural phenomena.
SD 1 b	Uses senses to observe and learn about objects	A. Inquiry	1. Asks questions and uses senses to observe and explore materials and natural phenomena.
SD 1 c	Uses language to describe observation	A. Inquiry	1. Asks questions and uses senses to observe and explore materials and natural phenomena.
SD 1 d	Uses simple equipment to experiment, observe and increase understanding	A. Inquiry	2. Uses simple tools and equipment for investigation.
SD 1 e	Records observations through dictating to an adult, drawing pictures or using other forms of writing	A. Inquiry	2. Uses simple tools and equipment for investigation.
SD 1 f	Predicts what will happen next based on previous experience	A. Inquiry	1. Asks questions and uses senses to observe and explore materials and natural phenomena.
<i>SD 2 Children will acquire scientific knowledge related to life science</i>			
SD 2 a	Observes, explores and describes a wide variety of animals and plants	A. Inquiry	1. Asks questions and uses senses to observe and explore materials and natural phenomena.
			2. Uses simple tools and equipment for investigation.
			3. Makes comparisons among objects.
SD 2 b	Recognizes there are basic requirements for all common life forms	A. Inquiry	1. Asks questions and uses senses to observe and explore materials and natural phenomena.
			2. Uses simple tools and equipment for investigation.
			3. Makes comparisons among objects.

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Domain: Science Development

Georgia's Pre-K Content Standards		Work Sampling System	
Science Development		Scientific Thinking	
Content Standard Performance Indicators		WSS Functional Component	Performance Indicators
SD 2 c	Observes, explores and describes a variety of living objects	A. Inquiry	1. Asks questions and uses senses to observe and explore materials and natural phenomena.
			2. Uses simple tools and equipment for investigation.
			3. Makes comparisons among objects.
SD 2 d	Understands that plants and animals have varying life cycles	A. Inquiry	1. Asks questions and uses senses to observe and explore materials and natural phenomena.
			2. Uses simple tools and equipment for investigation.
			3. Makes comparisons among objects.
SD 2 e	Participates in activities related to preserving the environment	A. Inquiry	1. Asks questions and uses senses to observe and explore materials and natural phenomena.
			2. Uses simple tools and equipment for investigation.
			3. Makes comparisons among objects.
SD 3 Children will acquire scientific knowledge related to physical science			
SD 3 a	Investigates and describes the states of matter	A. Inquiry	1. Asks questions and uses senses to observe and explore materials and natural phenomena.
			2. Uses simple tools and equipment for investigation.
			3. Makes comparisons among objects.
SD 3 b	Describes objects by their physical properties	A. Inquiry	1. Asks questions and uses senses to observe and explore materials and natural phenomena.
			2. Uses simple tools and equipment for investigation.
			3. Makes comparisons among objects.

Correlation of Georgia's Pre-K Standards and WSS Preschool 4
Domain: Science Development

Georgia's Pre-K Content Standards Science Development		Work Sampling System Scientific Thinking	
Content Standard Performance Indicators		WSS Functional Component	Performance Indicators
SD 3 c	Explores simple machines	A. Inquiry	1. Asks questions and uses senses to observe and explore materials and natural phenomena.
			2. Uses simple tools and equipment for investigation.
			3. Makes comparisons among objects.
SD 3 d	Investigates different types/speeds of motion	A. Inquiry	1. Asks questions and uses senses to observe and explore materials and natural phenomena.
			2. Uses simple tools and equipment for investigation.
			3. Makes comparisons among objects.
SD 4 Children will acquire scientific knowledge related to earth science			
SD 4 a	Investigates, compares and contrasts seasonal changes in the immediate environment	A. Inquiry	1. Asks questions and uses senses to observe and explore materials and natural phenomena.
			2. Uses simple tools and equipment for investigation.
			3. Makes comparisons among objects.
SD 4 b	Discovers through observations that weather can change from day to day	A. Inquiry	1. Asks questions and uses senses to observe and explore materials and natural phenomena.
			2. Uses simple tools and equipment for investigation.
			3. Makes comparisons among objects.
SD 4 c	Participates in activities to explore the earth (rocks, soil, air) and sky (clouds, sun, moon, stars)	A. Inquiry	1. Asks questions and uses senses to observe and explore materials and natural phenomena.
			2. Uses simple tools and equipment for investigation.
			3. Makes comparisons among objects.

Correlation of Georgia's Pre-K Standards and WSS Preschool 4
Domain: Social Studies Development

Georgia's Pre-K Content Standards		Work Sampling System	
Social Studies Development		Social Studies	
Content Standard		WSS Functional Component	Performance Indicators
SS 1 Children will develop an appreciation of his/her role as a member of the family, the classroom and the community			
SS 1 a	Begins to understand family structures and roles	A. People, past and present	1. Identifies similarities and differences in personal and family characteristics.
SS 1 b	Participates in classroom jobs and contributes to the classroom community	Personal and Social Development D. Interaction with others	3. Participates in the group life of the class.
SS 1 c	Becomes aware of the roles, responsibilities and services provided by community workers	B. Human interdependence	2. Describes some people's jobs and what is required to perform them.
SS 1 d	Becomes aware of family and community celebrations and events	B. Human interdependence	1. Begins to understand family needs, roles and relationships.
SS 2 Children will develop a respect for differences in people			
SS 2 a	Identifies similarities and differences among people	A. People, past and present	1. Identifies similarities and differences in personal and family characteristics.
SS 2 b	Demonstrates an emerging awareness and respect for culture and ethnicity	A. People, past and present	1. Identifies similarities and differences in personal and family characteristics.
SS 2 c	Demonstrates emerging awareness and respect for abilities	A. People, past and present	1. Identifies similarities and differences in personal and family characteristics.
SS 3 Children will express beginning geographic thinking			
SS 3 a	Identifies common features in the home and school environment	D. People and where they live	1. Describes the location of things in the environment.
SS 3 b	Creates simple representations of home, school or community	D. People and where they live	1. Describes the location of things in the environment.
			2. Shows awareness of the environment.

Correlation of Georgia's Pre-K Standards and WSS Preschool 4
Domain: Social Studies Development

Georgia's Pre-K Content Standards Social Studies Development		Work Sampling System Social Studies	
Content Standard Performance Indicators		WSS Functional Component	Performance Indicators
SS 3 c	Uses and responds to words to indicate directionality, position and size	D. People and where they live	1. Describes the location of things in the environment.
SS 3 d	Develops awareness of the community, city and state in which he/she lives	D. People and where they live	2. Shows awareness of the environment.
SS 3 e	Recognizes characteristics of other geographic regions and cultures		

Correlation of Georgia's Pre-K Standards and WSS Preschool 4
Domain: Creative Development

Georgia's Pre-K Content Standards		Work Sampling System	
Creative Development		The Arts	
Content Standard		WSS Functional Component	Performance Indicators
Performance Indicators			
<i>CD 1 Children will explore and use a variety of materials to develop artistic expression</i>			
CD 1 a	Experiments with a variety of materials and activities for sensory experience and exploration	A. Expression and representation	3. Uses a variety of art materials for tactile experience and exploration.
CD 1 b	Uses materials to create original work and for self-expression	A. Expression and representation	3. Uses a variety of art materials for tactile experience and exploration.
CD 1 c	Shares ideas about personal art work	B. Understanding and appreciation	1. Responds to artistic creations or events.
CD 1 d	Expresses interest in and shows appreciation for the creative work of others	B. Understanding and appreciation	1. Responds to artistic creations or events.
<i>CD 2 Children will participate in music and movement activities</i>			
CD 2 a	Uses music and movement to express thoughts, feelings and energy	A. Expression and representation	1. Participates in group music experience.
CD 2 b	Participates in group singing or other musical activities	A. Expression and representation	1. Participates in group music experience.
CD 2 c	Participates in creative movement and dance	A. Expression and representation	2. Participates in creative movement, dance, and drama.
CD 2 d	Explores various music types, musical instruments, and music from various cultures	A. Expression and representation	2. Participates in creative movement, dance, and drama.
		B. Understanding and appreciation	1. Responds to artistic creations or events.

Correlation of Georgia's Pre-K Standards and WSS Preschool 4
Domain: Creative Development

Georgia's Pre-K Content Standards Creative Development		Work Sampling System The Arts	
Content Standard Performance Indicators		WSS Functional Component	Performance Indicators
<i>CD 3 Children will use drama to express individuality</i>			
CD 3 a	Participates in dramatic play to express feelings, dramatize stories, reenact real-life roles and experiences	A. Expression and representation	2. Participates in creative movement, dance, and drama.
CD 3 b	Recreates a story or poem through drama	A. Expression and representation	2. Participates in creative movement, dance, and drama.
CD 3 c	Participates in activities using symbolic materials and gestures to represent real objects and situations	A. Expression and representation	2. Participates in creative movement, dance, and drama.

Correlation of Georgia's Pre-K Standards and WSS Preschool 4
Domain: Social and Emotional Development

Georgia's Pre-K Content Standards Social and Emotional Development		Work Sampling System Personal and Social Development	
Content Standard Performance Indicators		WSS Functional Component	Performance Indicators
<i>SE 1 Children will develop confidence and positive self-awareness</i>			
SE 1 a	Demonstrates knowledge of personal information	A. Self concept	1. Demonstrates self-confidence.
SE 1 b	Recognizes self as a unique individual and becomes aware the of uniqueness of others	A. Self concept	1. Demonstrates self-confidence.
SE 1 c	Demonstrates confidence in his/her range of abilities and expresses pride in accomplishments	A. Self concept	1. Demonstrates self-confidence.
SE 1 d	Develops personal preferences	A. Self concept	2. Shows some self-direction.
<i>SE 2 Children will develop curiosity, initiative, self-direction and persistence</i>			
SE 2 a	Shows interest in learning new concepts and trying new experiences	C. Approaches to learning	1. Shows eagerness and curiosity as a learner.
SE 2 b	Initiates interaction with others	D. Interactions with others	1. Interacts easily with one or more children.
SE 2 c	Demonstrates self-direction in use of materials	A. Self concept	2. Shows some self-direction.
SE 2 d	Develops independence during activities, routines, play	A. Self concept	2. Shows some self-direction.
SE 2 e	Sustains attention to a task or activity appropriate for age	C. Approaches to learning	2. Attends to tasks and seeks help when encountering a problem.
<i>SE 3 Children will increase the capacity for self-control</i>			
SE 3 a	Helps to establish classroom rules and routines	B. Self control	1. Follows simple classroom rules and routines.
SE 3 b	Follows rules and routines within the learning environment	B. Self control	1. Follows simple classroom rules and routines.
		D. Interaction with others	3. Participates in the group life of the class.

Correlation of Georgia's Pre-K Standards and WSS Preschool 4
Domain: Social and Emotional Development

Georgia's Pre-K Content Standards		Work Sampling System	
Social and Emotional Development		Personal and Social Development	
Content Standard		WSS Functional Component	Performance Indicators
Performance Indicators			
SE 3 c	Uses classroom materials purposefully and respectfully	B. Self control	1. Follows simple classroom rules and routines.
SE 3 d	Manages transitions and adapts to changes in routine	B. Self control	1. Follows simple classroom rules and routines.
			3. Manages transitions.
SE 3 e	Expresses feelings through appropriate gestures, actions and language	E. Social problem-solving	1. Seeks adult help when needed to resolve conflicts.
SE 4 Children will develop interpersonal and social skills for relating with other members of the learning community			
SE 4 a	Interacts appropriately with peers and familiar adults	D. Interaction with others	1. Interacts easily with one or more children.
			2. Interacts easily with familiar adults.
SE 4 b	Begins to recognize the needs and rights of others	D. Interaction with others	4. Shows empathy or caring for others.
SE 4 c	Shows empathy and understanding to others	D. Interaction with others	3. Participates in the group life of the class.
			4. Shows empathy or caring for others.
SE 4 d	Participates successfully as a member of a group	D. Interaction with others	3. Participates in the group life of the class.
SE 4 e	Participates in resolving conflicts and disagreements with others	E. Social problem-solving	1. Seeks adult help when needed to resolve conflicts.

Correlation of Georgia's Pre-K Standards and WSS Preschool 4
Domain: Health and Physical Development

Georgia's Pre-K Content Standards Health and Physical Development		Work Sampling System Physical Development and Health	
Content Standard Performance Indicators		WSS Functional Component	Performance Indicators
<i>HPD 1 Children will participate in a variety of gross-motor activities to develop control, balance, strength and coordination</i>			
HPD 1 a	Develops coordination and balance	A. Gross motor development	1. Moves with balance and control.
			2. Coordinates movements to perform simple tasks.
HPD 1 b	Coordinates movements to perform tasks	A. Gross motor development	1. Moves with balance and control.
			2. Coordinates movements to perform simple tasks.
HPD 1 c	Participates in a variety of indoor and outdoor activities that increase strength, endurance and flexibility.	A. Gross motor development	2. Coordinates movements to perform simple tasks.
<i>HPD 2 Children will participate in activities that foster fine motor development</i>			
HPD 2 a	Performs fine-motor tasks that require small-muscle strength and control	B. Fine motor development	1. Uses strength and control to perform simple tasks.
			3. Shows beginning control of writing, drawing, and art tools.
HPD 2 b	Uses eye-hand coordination to perform fine-motor tasks	B. Fine motor development	2. Uses hand-eye coordination to perform tasks.
HPD 2 c	Exhibits manual coordination	B. Fine motor development	2. Uses hand-eye coordination to perform tasks.
<i>HPD 3 Children understand healthy and safe living practices</i>			
HPD 3 a	Participates in activities related to health and personal care routine	C. Personal health and safety	1. Performs some self-care tasks independently.
			2. Follows basic health and safety rules.

Correlation of Georgia's Pre-K Standards and WSS Preschool 4
Domain: Health and Physical Development

Georgia's Pre-K Content Standards Health and Physical Development		Work Sampling System Physical Development and Health	
Content Standard Performance Indicators		WSS Functional Component	Performance Indicators
HPD 3 b	Participates in activities related to nutrition	C. Personal health and safety	2. Follows basic health and safety rules.
HPD 3 c	Discusses and utilizes appropriate safety procedures	C. Personal health and safety	2. Follows basic health and safety rules.